

Handbook of Mental Health Counseling Master's (MS) Program

Department of Counseling, School and Educational Psychology

**Graduate School of Education
University at Buffalo
State University of New York**

2024-2025

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures, and deadlines.

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Mission

The Graduate School of Education is a professional school with a social mission in the public interest. We create and apply knowledge informed by research on human development, educational policy, pedagogy, and information science.

The Department of Counseling, School and Educational Psychology's mission is to inform and influence the fields of education, counseling and psychology through scholarship.

Welcome

The University at Buffalo Mission Statement charges its units to use our research tradition to support the development of programs that provide needed public and community services to the people of the region and the state. Our Graduate School of Education (GSE) Mission Statement commits the school to sharing our research and scholarship through the education of practitioners who can engage in reflective service to their community.

The hallmark of professional degree programs at research universities is that they teach not only the “how to do it”, but the “why it’s done that way”—in other words students become grounded in evidence-supported practice. The program is based on a philosophy that includes respect for human diversity, client strengths, and an emphasis on accountability. Its purpose is to develop reflective mental health counseling practitioners who will help clients in a compassionate and effective manner.

The MS in Mental Health Counseling at the University at Buffalo, The State University of New York, is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of February 2018 through February 2028. The mission of MPCAC is to accredit academic programs that provide science-based education and training in the practice of counseling and psychological services at the master's level, using both counseling and psychological principles and theories as they apply to specific populations and settings. Although programs may vary in the specific model of training and professional development utilized, commitment to science-based education is emphasized in the interest of providing services that are culturally responsive and that promote the public good.

As a program registered with the New York State Education Department, the curriculum of the Mental Health Counseling program is designed to meet the NY State Office of

Profession's standards for being licensure eligible in mental health counseling under the Mental Health Practitioner law in New York State. As such, coursework addresses the following 11 content areas: 1) human growth and development; 2) social and cultural foundations of counseling; 3) counseling theory and practice; 4) psychopathology; 5) group dynamics; 6) lifestyle and career development; 7) assessment and appraisal of individuals, couples, families and groups; 8) research and program evaluation; 9) professional orientation and ethics; 10) foundations of mental health counseling and consultation; and 11) clinical instruction.

NOTICE TO STUDENTS: This handbook is a reference guide for students earning a Master of Science Degree in Mental Health Counseling at the State University of New York at Buffalo. It includes University and Departmental information and regulations, academic and clinical training requirements, and resources available to the student.

Students are responsible for knowing the information and complying with the standards and deadlines contained in this handbook, the Graduate School of Education policies and procedures, and the University at Buffalo Graduate School policies and practices <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

Read and review its contents carefully and refer to it throughout the course of your program. Consultation with your assigned advisor is recommended if you require additional information or need clarification.

Mental Health Counseling Program webpage:
<http://ed.buffalo.edu/counseling/academics/masters/mental-health.html>

Overview of Graduate Program

Department Acronyms and Abbreviations

AC = Advanced Certificate
AGC = Advanced Graduate Certificate
CAS = Certificate of Advanced Study
CASA = Certificate of Applied Statistical Analysis
CE = Counselor Education
CPSP = Counseling Psychology/School Psychology
CSEP = Counseling, School and Educational Psychology
EdM = Master of Education
EPQM = Educational Psychology and Quantitative Methods
GSE = Graduate School of Education
MA = Master of Arts
MHC = Mental Health Counseling
MS = Master of Science
MCWE = Mindful Counseling for Wellness and Engagement
PhD = Doctor of Philosophy
RC = Rehabilitation Counseling
SC = School Counseling
SP = School Psychology

Mental Health Counseling Faculty Members

<http://ed.buffalo.edu/counseling/directory/faculty.html>

Wendy Guyker, PhD
Clinical Associate Professor
401 Baldy Hall
(716) 645-1105
wmguyker@buffalo.edu

Amy Reynolds, PhD
Professor, Department Chair
408 Baldy Hall
(716) 645-1112
alr24@buffalo.edu

Tangela Roberts, PhD
Assistant Professor
410 Baldy Hall
(716) 645-1115
tangelar@buffalo.edu

Sandro Sodano, PhD
Associate Professor
427 Baldy Hall
(716) 645-1131
smsodano@buffalo.edu

Clinical Coordinator:

Jennifer Dexheimer
Clinical Coordinator
413 Baldy Hall
716-645-1048
jfarino2@buffalo.edu

Department Chair and Interim Program Director:

Amy Reynolds, PhD
Department Chair; Professor; Interim Program Director for MHC
408 Baldy Hall
(716) 645-1112
alr24@buffalo.edu

Program Department Staff

<http://ed.buffalo.edu/counseling/directory/staff.html>

Jennifer (Jen) Austin, PhD, CRC-CVE
Academic Advisor
481 Baldy Hall
(716) 645-1004
jhaustin@buffalo.edu

Jennifer Rosseland-Bates
Assistant to the Chair
406 Baldy Hall
(716) 645-1110
jmr1@buffalo.edu

Department Programs

The Mental Health Counseling M.S. Program is one of a number of programs that comprise the Department of Counseling, School and Educational Psychology.

Degree Program

Applied Statistical Analysis – Advanced Certificate

Combined Counseling Psychology/School Psychology PhD

Educational Psychology and Quantitative Methods – Master of Arts (MA)

Educational Psychology and Quantitative Methods – Doctor of Philosophy (PhD)

Program Director

Dr. Sunha Kim

Dr. Wendy Guyker

Dr. Sunha Kim

Dr. Sunha Kim

Mental Health Counseling – Advanced Graduate Certificate	Dr. Amy Reynolds
Mental Health Counseling – Master of Science (MS)	Dr. Amy Reynolds
Rehabilitation Counseling – Advanced Certificate	Dr. Scott Sabella
Rehabilitation Counseling – Master of Science (MS)	Dr. Scott Sabella
School Counseling – Certificate of Advanced Study	Dr. Luis Tosado II
School Counseling – Master of Education (EdM)	Dr. Luis Tosado II
School Psychology – Master of Arts (MA) and Advanced Certificate	Dr. Rebecca Vujnovic

Graduate School of Education (GSE)

<http://ed.buffalo.edu/about/directory/staff.html>

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Library and Information Science (LIS). The GSE Dean’s Office is located in 367 Baldy Hall (ph. 645- 6640). The GSE administration includes:

Suzanne Rosenblith, PhD
Dean of GSE
Professor
(716) 645-6640
rosenbli@buffalo.edu

X. Christine Wang, PhD
Associate Dean for Interdisciplinary
Research
Professor
716-645-2379
wangxc@buffalo.edu

Raechele Pope, EdD
Senior Associate Dean for Faculty &
Student Affairs & Chief Diversity Officer
Professor
(716) 645-1098
rlpope@buffalo.edu

Sam Abramovich, PhD
Associate Dean for Academic Affairs
505 Baldy Hall
(716) 645-3147
samuelab@buffalo.edu

The UB Graduate School

All UB graduate degrees come from the University Graduate School , located at 408 Capen Hall, ph. 716-645-2939 (not to be confused with the Graduate School of Education).

The MS degree in Mental Health Counseling must conform to the guidelines set by the Graduate School, whose Policies and Procedures (P&P) are located in the on-line Policy Library: <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

The Dean of the Graduate School is Dr. Graham Hammill, who is also the Vice Provost for Graduate Education.

Department Student Organizations

Graduate Student Association:

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for defraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated based on a constitution, and officers are elected annually.

One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board.

In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

The Committee for Social Justice and Inclusion (CSJI):

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops, training, and peer-to-peer discussions are offered monthly during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community.

In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

Professional Associations

Active students are required to enroll in a professional counseling association. NYMHCA or the ACA are preferred. As part of the portfolio requirement, students will need to include proof of membership to one of these organizations.

State. The primary professional association for mental health counselors in the state of New York is the New York Mental Health Counseling Association (NYMHCA) which also takes student members. This professional body was instrumental in passage of the NY state mental health counseling licensure law and is active in lobbying Albany to support the growth and development of our profession in New York state. To find out more about NYMHCA or to join as a student member go to:

<http://legislativeaction.homestead.com/>

National. Students enrolled in a graduate level counseling program may join the American Counseling Association (ACA; <https://www.counseling.org/>) as student members at a reduced rate of dues. ACA also has a division for mental health counselors: American Mental Health Counselors Association (AMHCA; <https://www.amhca.org/home>). Membership includes a variety of benefits including a quarterly professional journal, newsletters, reduced dues for conferences, professional insurance, and more. The American Psychological Association (APA; <https://www.apa.org/>) also offers student memberships at a reduced rate.

General Degree Requirements

The various degree programs in GSE involve several general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. Students in the program must abide by the Graduate School policies found at:

<http://grad.buffalo.edu/succeed/current-students/policy-library.html>. The following are among the more important general requirements:

Statute of limitation

MS students are required to complete their degree within four years from date of matriculation. A petition must be submitted to the Graduate School to extend the time limit to complete the degree. Such requests, if granted, usually come with additional requirements. The petition is found at:

<https://grad.buffalo.edu/content/dam/grad/study/pet-extenstion.pdf>.

Continuous registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitted a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. The petition is found at: <https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically dropped from the Mental Health Counseling M.S. Program and will need to re-apply to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses.

Leave of Absence. Illness or other personal reasons may require an interruption in study. *Students may petition the Graduate School for a leave of absence*, usually one year's time, when it is impossible for them to maintain registration. Time while on leave of absence does not count against the four-year limitation, and the requirement for continuous registration is waived. If students anticipate the need to be absent, it is to their advantage to file a request for leave prior to or early on during the semester of their leave period. However, a graduate student has until the end of the leave term to file a leave of absence petition. A missed semester without permission will incur the \$350.00 penalty fee to be reinstated, if approved. To discuss the necessary documentation required for a leave of absence, please contact the department academic advisor and your faculty advisor. The Leave of Absence form and other important forms are available at the Graduate School Webpage: [Forms for Students](#).

Course completion

Students must satisfactorily complete all courses required for the degree on which they are working.

Graduation requirements

To graduate, the following must be complete and in appropriate offices by specified deadlines:

The student must apply for graduation in HUB by specified Graduate School deadlines: Spring graduation (June 1) deadline is February 22; Summer graduation (September 1) deadline is July 15; and Fall graduation (February 1) deadline is October 15.

- All milestones for the program must be complete in the student's academic advising report (AAR).
- Original transcripts from undergraduate and graduate universities other than UB must be received by the Registrar.
- The Master of Science (MS) Degree in Mental Health Counseling

Admission

- Students are admitted and a new cohort is formed at the beginning of each fall semester.
- Students are expected to enroll full-time (i.e., 12 or more credits per semester). Those applying to the program must submit:
 - an on-line application form and application fee,
 - undergraduate and graduate transcripts,
 - Graduate Record Exam (GRE) scores: verbal, quantitative and writing subtests
 - statement of intent regarding why you wish to become a mental health counselor
 - minimum of three letters of reference,
 - participation in an in-person interview
- Selection of students for the program is made on the basis of their ability, experience, commitment to the field of mental health counseling, and availability of openings in the program. Each year, the number of students admitted is determined to optimize the quality of courses, supervision, and advisement.

The Role of the Mental Health Counselor

Practitioners, called mental health counselors, are trained in counseling and psychotherapy to treat individuals with mental and emotional disorders and other behavioral challenges. Mental health counselors address mental health, human relationship, education and career concerns within ethical, developmental, preventive and treatment contexts. Mental health counselors demonstrate a concern for the short-term and long-term well-being of individuals, couples, families, groups and organizations.

Mental health counselors are dedicated to the optimal functioning of individuals, families and organizations. The mental health counselor uses standard mental health assessment and evaluation protocols, develops patient *or client** psychosocial histories, writes treatment plans, documents patient progress, facilitates consultation and

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referral with other providers, and implements discharge plans. Mental health counselors may work individually or as part of a team of professionals who establish and implement a treatment plan to address the patient’s *or client’s** needs. They may work in a private practice or practice with other licensed mental health counselors or in other settings authorized to provide professional services. Source: New York State Education Department <http://www.op.nysed.gov/prof/mhp/mhcbroch.htm>

**The term client is added to be more inclusive.*

Accreditation

The MS in Mental Health Counseling is accredited by the New York State Education Department and is designed to meet the Office of Profession’s standards for being licensure eligible in mental health counseling under the Mental Health Practitioner law in New York State. For more information on licensure standards go to:

<http://www.op.nysed.gov/prof/mhp/mhcllic.htm>.

The MS in Mental Health Counseling is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of February 2018 through February 2028. The MPCAC accredits counseling and psychology master’s programs, located in regionally accredited colleges and universities in the United States, that educate students in the science-based practice of counseling and psychological services. For more information about MPCAC, go to: <http://mpcacaccreditation.org/>.

Alignment with MPCAC Program Accreditation Standards

The mission of the MPCAC is to accredit academic programs that provide science-based education and training in the practice of counseling and psychological services at the master’s level, using both counseling and psychological principles and theories as they apply to specific populations and settings. The learning objectives for this program are carefully aligned with the Masters in Psychology and Counseling Accreditation Council (MPCAC).

CODE	ACADEMIC STANDARD
A	Professional identity, and ethical and professional standards
A.1	<i>Ethical/Legal Standards and Policy:</i> Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations

A.1.a	<i>Ethical/Legal Standards and Policy:</i> Knowledge of ethical, legal and professional standards and guidelines: Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations
A.1.b	<i>Ethical/Legal Standards and Policy:</i> Awareness and application of ethical decision making: Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas
A.1.c	<i>Ethical Conduct:</i> Integrates ethical values into professional conduct
A.2	<i>Professional Values and Attitudes:</i> Exhibits behavior and comports that reflect the values and attitudes of counseling and psychology
A.2.a	<i>Professional Values and Attitudes:</i> Evidences adherence to professional values throughout professional work
A.2.b	<i>Professional Values and Attitudes:</i> Demonstrates understanding of counseling and psychological practice as an applied behavioral science
A.2.c	<i>Professional Values and Attitudes:</i> Maintains professionally appropriate communication and conduct across different settings
A.2.d	<i>Professional Values and Attitudes:</i> Assesses personal accountability and accepts responsibility for own actions
A.2.e	<i>Professional Values and Attitudes:</i> Demonstrates concern for the welfare of others
A.2.f	<i>Professional Values and Attitudes:</i> Displays an appropriately defined professional identity
B	Evidence-based theories and practice of counseling and psychotherapy
B.1	<i>Knowledge:</i> Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals
B.2	<i>Relationships:</i> Relates effectively with individuals, groups, and communities
B.2.a	<i>Relationships:</i> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines

B.2.b	<i>Relationships:</i> Negotiates differences and handles conflict satisfactorily
B.2.c	<i>Relationships:</i> Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately
B.2.d	<i>Relationships:</i> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language
B.3	<i>Intervention:</i> Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)
B.3.a	<i>Intervention:</i> Formulates and conceptualizes cases; plans and implements interventions utilizing at least one consistent theoretical orientation
B.3.b	<i>Intervention:</i> Displays skills in developing the therapeutic alliance
B.3.c	<i>Intervention:</i> Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback
C	Multiculturalism and diversity: Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics
C.1.a	<i>Knowledge and Self-Awareness:</i> Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
C.1.b	<i>Knowledge and Self-Awareness:</i> Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.
C.1.c	<i>Skills:</i> Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.
D	Theories of psychopathology and relevant classification systems

D.1.a	<i>Knowledge:</i> Demonstrates knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories
D.1.b	<i>Knowledge:</i> Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems
D.2	<i>Skills:</i> Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity
E	Tests, measurements, and other assessments of behavior
E.1.a	<i>Knowledge:</i> Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners
E.1.b	<i>Knowledge:</i> Evaluates strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.
E.2	<i>Skills:</i> Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.
F	Research methods and program evaluation
F.1.a	<i>Knowledge:</i> Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work
F.1.b	<i>Knowledge:</i> Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology
F.1.c	<i>Knowledge:</i> Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs
F.2	<i>Skills:</i> Critiques published research effectively
G	Career development and/or the role of work in peoples' lives
G.1	Demonstrates knowledge of the role of work in peoples' lives
G.2	Demonstrates understanding of the development of work and career choices across the life span
H	Biological basis of behavior: Demonstrates knowledge and understanding of the relationship between biological factors and human functioning

I	Developmental basis of behavior: Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.
J	Social/organizational/community basis of behavior: Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning. Demonstrates understanding of the use of systems changes (whether by prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.
K	Understanding and use of supervision during applied experiences
K.1	<i>Knowledge:</i> Demonstrates understanding of the role and practice of supervision.
K.2.a	<i>Skills:</i> Responds appropriately to supervision
K.2.b	<i>Skills:</i> Engages in reflective practices by synthesizing supervisor feedback and experience in applied work
K.2.c	<i>Skills:</i> Engages in appropriate self-care strategies

Curriculum Overview

The Mental Health Counseling Program is a full-time, on-campus program leading to the Master of Science in Mental Health Counseling. The Program requires a minimum of 60 credit hours that are typically completed in five semesters or four semesters, plus summer coursework. Successful completion of coursework, a 600-hour approved internship, comprehensive exam, and a portfolio are key academic requirements.

Course Format

Students are expected to enroll in on-campus courses while in the program. Students are ONLY permitted to take required courses online if a course is only offered online (e.g., CEP Electives or summer courses) or if they receive special permission from their advisor and Program Director. Based on recent faculty approval, students may be permitted to take one additional on-line course during their time in the master’s program but again this decision must be made in consultation with their advisor.

Full-Time Study

Students are expected to attend the Program on a full-time basis, registering for a minimum of 12-credits per semester. Occasionally, special circumstances arise which may necessitate part-time program involvement. Part-time study is rarely done, but requests to change to part-time status will be considered on a case-by-case basis, if the student has completed a portion of his or her program full-time. To request part-time status, the student should first consult with his or her advisor about the need to adjust their program and to develop a revised program of study that shows a reasonable plan for completion. The student must then submit to the Program Director a petition describing the need for part-time study and the revised program of study. The revised program of study should detail a semester-by-semester plan for completing the program, along with the expected number of employment hours and/or other weekly commitments for the remaining semesters.

Professional Behaviors

In addition to performing at acceptable academic levels in coursework, it is expected that a mental health counseling student will demonstrate professional behaviors, including maturity, independence, conscientiousness, cooperation with others, interpersonal skills, integrity, ethical behavior, sensitivity to others' life circumstances and cultural differences, and the ability to control one's personal stress, emotional disorder or reactions that might interfere with functioning as a competent, entry-level professional in a training or internship setting. This aspect of student performance prior to and during internship, as well as involvement in other relevant professional activities (including interactions with faculty and other students), will be evaluated regularly, and will contribute significant information to the assessment of each student's progress toward the successful completion of the program.

It is expected that students will demonstrate appropriate levels of performance in relation to clients, supervisors, and other professionals in their clinical placements that are acceptable to the agency professional personnel, and the Department faculty and staff. Inability to maintain professional behaviors can result in disciplinary action, up to and including dismissal from the program.

Specifically, the student should be able to perform adequately in the following areas:

- The ability to develop and maintain satisfactory relationships with clients appropriate to the level of performance of the student.
- The ability to engage in acceptable peer and faculty relationships within the context of the professional work situation in the field and in the Department.

- The ability to engage in constructive consultation in the professional workplace involving communicating with other staff about clients and issues.
- The ability to accept and profit from professional supervisory relationships.
- The ability to function within guidelines and limits of the professional ethics and standards of the American Counseling Association (ACA) and, if applicable, the American Mental Health Counselors Association (AMHCA).

Interpersonal and Social Aspects

- Cooperation with others including peers, supervisors, faculty, and staff at the University at Buffalo, SUNY as well as in all clinical placements
- The ability to develop and maintain satisfactory relationships with families, teachers, students and staff appropriate to the level of performance of the students
- Awareness of personal impact on others and demonstration of responsibility for the impact of one's actions on others.
- The ability to engage in acceptable peer and faculty relationships within the context of the professional work situations in the field and in the Department.
- The ability to engage in constructive consultation in the professional workplace involving communicating with teachers, school staff, families and children.
- Demonstrates appropriate interpersonal, listening, and communication skills.
- Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).
- Gossiping and Complaining - Students should treat others professionally and work to promote collegial relationships. Participation in idle gossip or excessive complaining serves to form a negative view of the person engaging in this behavior and can be damaging to the larger department environment.

Managing Emotions and Stress

- The ability to manage and control one's personal stress
- Be able to express feelings and resolve conflicts in an appropriate and professional manner.
- Present with emotional disorder or reactions that might interfere with functioning as a competent, entry-level professional in a training or internship setting

Self-Awareness and Self-Reflection on Impact on Others who are Different

- Sensitivity to others' life circumstances and cultural differences
- Mental health counseling students must be committed to working professionally, with all students, their families, their classmates, school staff, program staff, and

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faculty regardless of their background in terms of ability, age, ethnicity, gender, gender. Students in the program should be able to convey respect, genuineness, and empathy with all the above individuals/identity/expression, race, religion/spiritual orientation, sexual orientation, and socioeconomic class.

- Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public)

Ability to Respond Effectively to Feedback

- The ability to accept and integrate feedback.
- The ability to accept and profit from professional supervisory relationships.
- openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning)
- Ability to Resolve Problems or Issues
- Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty or by participating in personal therapy to resolve problems or issues).

Various Qualities

- Maturity and Independence
- Conscientiousness and Integrity
- Values- values and works to create positive learning environments, respects the learning process and is a reflective learner.
- Work ethic- demonstrates an overall work ethic (e.g., initiative, self-direction, diligence, responsibility, fairness, commitment to quality, dependability, compliance with required procedures, honesty).
- Timeliness- Responding in a timely manner to professional communications, including email

Professional Conduct as it Relates to Social Media and Electronics

The MHC faculty would like to reiterate the importance of professional conduct as it relates to social media and electronics in the classroom and within a student-in-training's professional life in general. Course instructors may allow you to bring your laptop, tablet, phone, etc. to class for note taking or referring to online readings. However, web surfing, texting, Facebooking, messaging, etc. during class is not appropriate professional behavior. Due to the potential of class discussion including personal health information on clients, you must ask permission from the instructor

before engaging in any recordings of class. In addition, there will be zero tolerance for any form of disrespect such as cyberbullying, unprofessional comments, or taking photos without a classmate's consent, and such actions may result in a change in your status in the program. Informal social conversations via text in class are not appropriate and are disrespectful to your classmates and your instructor. If you have a personal emergency or personal concern which requires you to have your phone out during class, please let the course instructor know in a general way what is going on, and if you need to step out of class to take a call or return a text. We strive to create an inclusive, supportive, and safe professional learning environment for all students within our program and our courses.

Professional expectations and dispositions are attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as graduate students interact with faculty, staff, and colleagues. These positive behaviors support effective classroom teaching, professional interactions, and learning. Professional expectations and dispositions are assessed during all classes, phone conversations, email/Internet transactions, and face-to-face meetings.

It is in the interest of the community for students to conduct themselves as responsible citizens of the larger university community by upholding and following all codes of conduct. Students will obey all university policies and procedures, as well as all local, state, and federal laws. Students will be mindful of the rights of others to use university property. They will maintain and regularly monitor their university accounts. Students will uphold and maintain honesty and integrity.

All students are responsible for being familiar with and adhering to the standards of the American Counseling Association Code of ethics. **Having been admitted to the Masters Degree Program, all matriculated students are subject to the standards of behavior prescribed by the Code.** Violation of the rules delineated by the Code is grounds for punitive action; such action may vary from verbal warning to expulsion from the program. The latest version of the ACA Code of Ethics may be obtained here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Rules, Regulations, and Policies for UB Students. In addition to the above areas, students are also subject to the rules, regulations and policies for students of UB, which can be found here: <https://www.buffalo.edu/studentlife/life-oncampus/community/rules.html>. Information on classroom policies for UB students can be found here: <https://www.buffalo.edu/studentlife/who-weare/departments/conduct.html>.

Communication

Upon beginning the program, all students are required to obtain and activate their **UB email addresses**. UB email addresses (username@buffalo.edu) are activated by obtaining your UB ID and contacting Computing and Information Technology (CIT): <http://www.buffalo.edu/ubit.html>. Specific instructions regarding usernames and passwords are sent to incoming students by the GSE Admissions Office. Students are responsible for checking their UB email on a regular basis to obtain announcements/information about deadlines, program changes, internship and job opportunities, and so forth. In most instances, email is the only vehicle used for announcements. In addition to email, announcements of interest to program students may also be posted near the CSEP Department Office (409 Baldy Hall area).

In addition to email, courses have webpages supported by Blackboard, hosted on UB Learns. Once you have activated your user name and password, you'll be able to access webpages for your courses at: <https://ublearns.buffalo.edu/index.html>. Students will also be given access to the **Mental Health Counseling Student Advisement Webpage** hosted on UB Learns. Unless stated otherwise, there you will find important program documents and forms that are referenced in your MHC Student Handbook, along with additional resources.

It is expected that all communication with faculty, staff, professionals, and other students, will be respectful and appropriate (including tone, grammar, spelling, addressing the person professionally, and will allow appropriate time for response).

Academic Advisement

Each student is assigned to a faculty advisor and academic advisor when starting the program. The incoming student is expected to initiate and maintain regular contact with their advisor. Faculty advisors are core faculty in the Mental Health Counseling Program and members of the Department of Counseling, School, and Educational Psychology. The advisor's role is to help guide the student through the Program and ensure that the student meets all Program and University requirements for graduation. Advisement meetings are opportunities to plan coursework and training experiences, and to evaluate students' progress in the program as well as for students to gain feedback for improvement and suggestions for possible changes. Students may change advisors at any time in their program but must do so with consultation and permission from their current and proposed advisors. Please note that in some cases the GSE Admissions Office and the Program Director may provide the initial advising upon a student's acceptance into the Program. The academic advisor is there to assist students in all general student matters, such as university related paperwork.

Transfer of Coursework

The UB Graduate School allows up to 20% of the total master's degree credits to be transferred from other graduate institutions. Therefore, a maximum of 12 of the 60 total MS degree credits may be considered for transfer. To transfer a course, it must first be approved at the program level before it can be submitted for approval at the Graduate School level.

It is important to realize that not every course you wish to transfer will be accepted by our program. Please also note that when coursework is accepted for transfer, all MHC program requirements must still be observed, including course sequencing, on campus coursework, and full-time enrollment.

Although the MHC program is an on-campus program, courses required for this program, but taken elsewhere online before matriculating to the program may be considered for transfer on a case-by-case basis. If an online course is approved for transfer as a required MHC program course, the remaining required program courses must all be taken on campus. Elective courses may always be taken either online or on campus.

The MHC Program's process for transferring graduate coursework is as follows:

- Review the course requirements and identify possible transfer courses.
- Meet with the MHC Program Director to discuss those possibilities and identify the necessary tasks.
- Together with the Program Director, the CSEP department faculty who currently teach the course you wish to transfer will be emailed and asked if the course you wish to transfer is equivalent to the course we require. You will need to submit a complete syllabus for each course to be considered so that the faculty member can make an informed decision (e.g., if the reading list, assignment list, and/or course schedule are in other documents, these must be included with the syllabus submitted for review). Please be sure that each syllabus includes the course name and number, university, and number of credits associated with the course. This syllabus should also correspond to the semester on your transcript when you successfully completed the course.
- Once you receive program approval for the courses you wish to transfer, you will need to complete the form "Petition for Approval of Non-UB Transfer Credits" for courses to be transferred and submit this form to the department secretary.

Since transfers do take time, it is essential (and Graduate School policy) that you complete this process within your first semester in the program. Therefore, you should begin the process during the summer before your first semester. Without an

understanding of what courses you can transfer into the program, you will not be able to plan your course of study.

Departmental Policy

The Department's general policy is that students must be formally admitted to each degree and/or certificate program. Only when students are properly admitted are they eligible for those courses which count toward the degree or certification. This policy is implemented through the following procedures:

1. Credit for any course taken prior to admission to a particular program is not guaranteed and will be determined only after the student has been accepted into the program.
2. As with all master's degree programs, no more than 20% of the total required degree credits may be transferred in from other institutions/universities.
3. No more than 12 credits may be taken under non-matriculated status. Courses taken under non-matriculated status, even if a grade of A was earned, do not guarantee acceptance into the program.
4. Each CEP program has different admissions requirements and deadlines, administered by the program faculty under the general supervision of the Chair of the Department. The integrity of these separate requirements and deadlines must be respected to maintain good standing with the accreditations (e.g., with APA, NASP, and CORE), potential licensure (e.g., with New York State), or for other professional disciplinary reasons.
5. Students must meet all deadlines and criteria required for admission to the specific program or programs for which they apply.

The Mental Health Counseling M.S. Degree Requirements

The on-campus program leading to the Master of Science in Mental Health Counseling involves the successful completion of the equivalent of four to five semesters of full-time study, requiring a minimum of 60 credit hours. Many students will complete a 61-hour program because the group counseling course is offered for 4 credits and 2 credit electives are not typically offered (see the program sequence below for more information).

Curriculum

The Master of Science in Mental Health Counseling at the University at Buffalo is accredited by the NY State Office of Professions and meets all the educational requirements for becoming license eligible as a mental health counselor in the state of New York. The full-time, on-campus program consists of a minimum of 60 credits for program completion.

Within the CSEP Department, certain courses cover foundations, knowledge, and skills that are common to all counseling-related programs. These courses constitute the professional Counseling Core and may be taught by faculty from the various programs in the CSEP department, in addition to the Mental Health Counseling program.

The Counseling Core includes the study of counseling theory, career development, group counseling, human development, ethical and professional issues, and research methods. Mental Health Counseling students are also required to take courses specific to the Field, which introduce them to the basic principles, history, and institutions in mental health counseling, counseling skills, substance abuse and addictions counseling, family counseling, psychopathology and evidenced-based interventions, consultation, and assessment in mental health counseling.

Course Descriptions

Descriptions of MHC program courses as well as all GSE course offerings are located here: <http://ed.buffalo.edu/academics/courses.html>. Graduate level courses are only those numbered 500 and above.

Course Scheduling

Course schedules should be planned in consultation with the academic advisor. The University's schedule of classes is located here: <https://registrar.buffalo.edu/schedules/>.

Required Course Sequences

The following courses must be taken when indicated in order to progress through the Program:

All MHC students take:

- CEP 521: Introduction to Mental Health Counseling
- CEP 653: Foundations of Counseling Theory during fall semester of the first year.

*CEP 521 and CEP 653 are prerequisites for:

- CEP 695: Psychopathology & Evidence-based Interventions
- CEP 615: Legal and Ethical Issues in Counseling
- CEP 629: Family Counseling

Three Courses During the First Year Are Prerequisites for Internship

- CEP 653: Foundations of Counseling Theory (taken during fall of 1st year)
- CEP 618: Principles of Counseling Practice (taken during of 1st year)
- CEP 615: Legal and Ethical Issues in Counseling

Clinical Internship Occurs During the Second Year

- CEP 600: MHC Internship Course (taken during fall & spring of 2nd year, in addition to on- site hours)

Two Courses Are Taken Concurrently with Internship

- CEP 586 MHC: Assessment in Mental Health Counseling (taken during fall of 2nd year)
- CEP 664 MHC: Process of Consultation (taken during spring of 2nd year)

Standard Versus Accelerated Programs of Study

In consultation with the advisor, students select one of two typical sequences of courses to implement the program of study.

Standard Full-Time Program

The first option is the Standard Full-Time Program that is taken over five semesters. This will include a total of 3 fall semesters and 2 spring semesters, allowing the student to graduate after the last fall semester.

Accelerated Full-Time Program

The second option is the Accelerated Full-Time Program that is taken over four semesters, and includes coursework taken during the summer between the first and second years.

This 60 credit hours over 4 semesters option allows students to take additional credits each semester, plus summer, and an optional winter course in order to complete the program over less time.

The following course sequences are provided for both types of programs.

MS Degree in Mental Health Counseling Standard Full-Time Course Sequence

60 Credit Hour Program over 5 Semesters

Fall 1 st Year	Credits	Total Credits
CEP 521* Introduction to Mental Health Counseling	3	
CEP 653* Foundations of Counseling Theory	3	
CEP 532 Understanding Statistical Research	3	
CEP 504 Intro to Rehabilitation of Substance Abuse (or an elective)	3	
	12	12

*Pre-requisite for internship (CEP 600) and must be taken PRIOR to CEP 618

Spring 1 st Year	Credits	Total Credits
CEP 618* Principles of Counseling Practice	3	
CEP 658 Introduction to Group Work	4	
CEP 615* Legal and Ethical Issues in Counseling	3	
CEP 634 Multicultural Counseling	3	
	13	25

**Pre-requisite for internship (CEP 600) and must be taken AFTER CEP 521 and CEP 653

Fall 2 nd Year	Credits	Total Credits
CEP 600MHC** Internship	6	
CEP 586** Assessment in Mental Health Counseling	3	
CEP 695 Psychopathology & Evidence-Based Interventions	3	
	12	37

**CEP 586 must be taken concurrently with CEP 600

Spring 2 nd Year	Credits	Total Credits
CEP 600MHC** Internship	6	
CEP 664MHC** Process of Consultation	3	
CEP 541 Human Growth and Development	3	
	12	49

**CEP 664 must be taken concurrently with CEP 600

Fall 3 rd Year	Credits	Total Credits
CEP 629 Family Counseling	3	
CEP 680 Career Development	3	

CEP Elective (or CEP 504 if an elective was taken Fall 1 st Year)	3	
CEP Elective	2-3	
	11-12	60 or 61

Accelerated Full-Time Course Sequence:

60 Credit Hour Program over 4 Semesters + Summer (Optional Winter)

Fall 1 st Year	Credits	Total Credits
CEP 521* Introduction to Mental Health Counseling	3	
CEP 653* Foundations of Counseling Theory	3	
CEP 532 Understanding Statistical Research	3	
CEP 680 Career Development	3	
	12	12

*Pre-requisite for internship (CEP 600) and must be taken PRIOR to CEP 618

Spring 1 st Year	Credits	Total Credits
CEP 618* Principles of Counseling Practice	3	
CEP 658 Introduction to Group Work	4	
CEP 615* Legal and Ethical Issues in Counseling	3	
CEP 634 Multicultural Counseling	3	
	13	25

**Pre-requisite for internship (CEP 600) and must be taken AFTER CEP 521 and CEP

653

Summer Between 1 st & 2 nd Year	Credits	Total Credits
Elective	3	
Elective	2-3	
CEP 504 Intro to Rehabilitation of Substance Abuse	3	
CEP 695 Psychopathology & Evidence-Based Interventions	3	
	12-13	37-38

Fall 2 nd Year	Credits	Total Credits
CEP 600 MHC** Internship	6	
CEP 586** Assessment in Mental Health Counseling	3	
CEP 629 Family Counseling	3	
	12	49-50

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**CEP 586 must be taken concurrently with CEP 600

Spring 2 nd Year	Credits	Total Credits
CEP 600MHC** Internship	6	
CEP 664MHC** Process of Consultation	3	
CEP 541 Human Growth and Development	3	
	12	60-61

**CEP 664 must be taken concurrently with CEP 600

Electives

Electives, along with the selection of the internship site, are a way to focus your program and begin laying down a foundation for future specialization in an area or population of interest. Six credits in the program (two courses) are taken from elective courses (students may opt to take more electives if they wish). Electives may be chosen from courses offered in or outside of the department.

However, elective courses taken outside of the department must be preapproved by the student's advisor. Note that some elective courses may require prerequisites.

Potential Electives within the CSEP Department

- CEP 522 Statistical Methods: Inference I
- CEP 566 Evidence-based Interventions for Wellness and Engagement*
- CEP 616 Grief Counseling
- CEP 644 Counseling Children & Adolescents
- CEP 645 Intro to School Counseling
- CEP 683 Vocational Placement Process
- CEP 672 The Mindful Therapist*

*Offered through the advanced certificate program in Mindful Counseling for Wellness and Engagement. Mental Health Counseling students may take courses that are offered through a certificate program as electives in the Mental Health Counseling program without enrolling in the certificate program. Students must formally apply and be accepted to the certificate program in order for the certificate coursework to be applied toward that certificate program.

Independent Study

If you wish to do academic work on a particular topic, but cannot find a suitable course for an elective, it may be possible for you to study what you want through registering for an Independent Study. Before embarking on an Independent Study, consult with your advisor. You will be required to identify and work with a faculty member who is willing to serve as your Independent Study instructor. The number of credits you earn, what you study, and how you are graded are to be negotiated between you and the instructor. To receive credit for the Independent Study, you must complete the Informal Course Description form, have it signed by the instructor, and register for CEP 703: Independent Study using the section linked to the instructor. This all must be done by the start of semester (prior to the close of the drop/add period) when work on the Independent Study is to occur. ***Signed copies of this form must be submitted to the CSEP Department in order to document the independent study as a part of your degree.***

Clinical Training Experience

CEP 618 Principles of Counseling Practice

Successful completion of the Principles of Counseling Practice course is a prerequisite for internship. Prior to being placed in internship, students get foundational training in counseling skills, including active listening and counseling relationship building skills. Training involves the audio and/or videotaping of practice counseling sessions under highly structured conditions. In addition to the course grade, students receive feedback on their developing counseling skills and professionalism, along with areas of relative strength and further growth. The course will also include preparation for functioning as a trainee in a counseling agency and assistance with matching students with prospective internship sites.

CEP 600 MHC Internship

Students are required to complete a total of ***600 hours of agency contact time*** in addition to weekly attendance in the Internship class on campus. Most students complete a half-time internship experience (20 hours per week for 15 weeks) over consecutive fall and spring semesters (internship is not offered over the summer or winter semesters). The Internship allows the counselor in-training to develop applied counseling skills through the provision of real-world experience under close supervision. The student should be given responsibility for a small caseload to be handled with only somewhat more supervision than a beginning employee. Upon completion of the Internship, the student should be able to function at the level of beginning agency staff. Supervision is provided by the on-site supervisor by regularly scheduled meetings of at least one hour per week, in addition to supervision the student may receive on an

ongoing basis. In addition, all internship students attend the internship class on-campus once per week to review their progress, present cases, and to discuss ethical issues and professional development topics.

The Clinical Coordinator or the Internship Instructor

The Clinical Coordinator is responsible for helping match students to internship sites. During spring semester of the first year, the internship instructor will visit the CEP 618 class to review the internship process, including the list of agencies and sites where internships currently exist. Most of the MHC Program internship sites are in non-profit mental health centers, hospitals, college counseling centers, and substance abuse treatment centers. The Program maintains on-going relationships with high quality training sites and the supervisors at those sites. Most internship site supervisors have been affiliated with our program for several years. However, new sites that meet the NY State and UB requirements continue to be added each year. By being proactive, students can form new relationships with potential internship sites (assuming the NY State and UB requirements can be met at the site). Supervisors of MHC interns must be licensed and qualified to practice and supervise mental health counseling (e.g., a LMHC, LCSW, Psychologist, Physician, Nurse Practitioner) as defined by section 79-9.3 of the NY State Regulations. Further, the internship site must have a signed Affiliation Agreement on file with the Department prior to the start of internship. Internship Materials can be accessed from the MHC Student Advisement Webpage.

Mental Health Counseling M.S. Degree Completion

Student Portfolios

With support from the student's advisor and the internship course instructor, the student builds a program portfolio that represents their program progress, professional development, and achievement of program objectives and professional standards. There are three goals for building the portfolios.

Goal 1: to promote professional development through an active process of reflection with respect to one's development as a mental health counseling trainee over time and across contexts and knowledge areas.

Goal 2: to help the student document their achievement of MHC program objectives (described above in Section II - Program Objectives A to F).

Goal 3: to help the student connect their training to the standards of professional practice in the State of New York as represented by the 11 content areas identified by NY Office of Professions (described above in Section II) and MPCAC.

Portfolios will be reviewed at the end of the second academic year during the student's final semester of internship. The final portfolio must be completed and submitted to the advisor no later than the last day of classes during the semester in which the student intends to graduate.

Building the Portfolio. The program portfolio is an authentic assessment process whereby candidates in the Mental Health Counseling program document their professional development and achievement of program objectives and professional standards. Candidates are responsible for creating an online portfolio following the guidelines established by the MHC program. To facilitate this process, ***students must keep digital copies of all their course syllabi, assignments, and other materials that demonstrate their development in accordance with the goals of the portfolio.***

Documents and other data that will comprise the portfolio include documentation of course completion and grades (i.e., transcripts), products produced by the student within required courses (e.g., papers, presentation slides, deidentified case studies, bibliographies, etc.), completed internship evaluation forms, documented clinical hours, resume/curriculum vita, and professional development activities such as in-service trainings, conference participation, research teams, and memberships in professional

organizations. Further guidelines and specific requirements for constructing the portfolio will be available under the Portfolio tab on the MHC Student Advisement Webpage.

Good Academic Standing

Good academic standing means that a student is making acceptable progress toward a graduate degree and is eligible to register for and pursue academic coursework at this university for the current semester. All graduate students are expected to remain in good academic standing throughout the entire course of their study. Minimum Academic Requirements for Good Academic Standing established by the Graduate School are as follows (*individual divisions may establish additional academic standards):

- All required courses must be passed with a grade of “B” or better*;
- Exclusive of "S" grades, courses submitted for candidacy in a master's or doctoral program must average a "B" (3.00) grade point average or better; (Note: An "S" grade may be awarded only in those instances where a student's letter grade would have been a "B" grade point or better).

***Students who receive a grade of 'B-' or below in a required program course must repeat the course to obtain a grade of B or better. Students who receive a grade of 'B-' or below in an elective course must either repeat the course to obtain a grade of B or better or take another elective course and obtain a grade of B or better. Students that have a GPA below 3.0 will be placed on academic probation.**

Comprehensive or Qualifying Exam

A Capstone Experience

The Counselor Preparation Comprehensive Examination (CPCE) is used as the program’s comprehensive examination and must be taken as a capstone experience. The comprehensive exam covers eight Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core areas: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics.

The CPCE should be taken during the last semester before graduation. For students enrolled part-time, 80% (or 48 credits) of their program must be completed to be eligible to sit for the comprehensive exam. Testing will typically occur during the ***month of March each spring semester and during October each fall semester***. Students are given the entire month to take the exam. Currently, the CPCE is only offered online at approved testing sites in the community. Further details on

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how to register for the exam, where and when to take the exam, as well as the cost, will be provided to each cohort early in each semester.

The comprehensive exam typically consists of 160 items with 20 items per area (although this may change from year to year). In order to pass, students must score better than one standard deviation below the national mean score in each section. Students who do not pass all sections must meet with their advisor to create a corrective experience to improve their area(s) of deficiency. Typically, this entails writing a paper in the failed content area and/or meeting with one or more faculty to orally demonstrate their competency in the content area(s) in question. Students who fail 50% or more of the subsections will be required to re-take the entire examination, delaying their ability to complete this program requirement. For more information on the comprehensive exam, students may go to: <https://www.cce-global.org/Org/CPCE>.

Important Note. The comprehensive exam is not intended to prepare you for the NY State Mental Health Counselor exam and is *not* used as a substitute for the NY State license exam, which must be taken sometime after graduation. For more information on the State's licensing examination go to: <http://www.op.nysed.gov/prof/mhp/mhcllic.htm>.

Applying for Graduation

Meet with Advisor. You will work with your faculty advisor to determine the semester you will be graduating based on your current status and grades in the program. Your faculty advisor will present your candidacy at the next departmental meeting, at which time the faculty will vote on approving or denying your candidacy.

Apply through HUB. Once the department has approved your candidacy, you will be notified to apply for graduation through your HUB Student Center. You will need to apply before the deadline from the Registrar's office typically found at: <https://grad.buffalo.edu/succeed/graduate/requirements.html>.

Grades. Grading practices follow certain Graduate School and University guidelines which you should read in the Bulletin. Course instructors will detail specific grading policies in each class syllabus. At least 75% of the student's program (credit hours) must consist of graded (not S-U) courses. Further important points to note:

- *Satisfactory-Unsatisfactory (S-U) Grades:* Most instructors are reluctant to use S-U grades in graduate level courses for students majoring in the Department. One exception is in the Field Work/Practicum/ Internship sequence, where S-U

grades are the rule. If you want to be graded S-U in an academic course, you should talk to the instructor prior to entering the course. The request should then be put in writing to the instructor. As indicated above, the Graduate School policy on S-U grades requires that no more than 25% of your grades (except clinical courses) can be S-U.

- *Incompletes:* You should avoid an incomplete grade whenever possible. However, sometimes unavoidable events (e.g., illness, accident, loss) may require taking an incomplete grade for a course. Instructors may announce specific policies about incomplete (I) grades. In order to receive an incomplete grade in a required MHC course, a written contract should be entered into with the instructor, specifying the procedures, products, and dates for completing the course and completion of the “Extension of I/U Completion Deadline” form, which is available at the Graduate School Webpage: Forms for Students. Be aware of the current Graduate School policy for Incomplete Grades, or you may find yourself with a "U" in your transcript, which cannot be changed once it is received. A required course with a remaining I or a U grade cannot be counted toward your completed program of studies. In other words, your graduation can be delayed if you do not resolve the “I” grade in a timely manner. Students with more than one incomplete grade may be brought up for academic review and placed on a remediation plan and academic probation.

International Students Information

International Student Services

<http://www.buffalo.edu/international-student-services.html>

210 Talbert Hall

Buffalo, New York 14260-1604

(716) 645-2258

iss@buffalo.edu

Immigration Services

<http://www.buffalo.edu/immigration-services.html>

1 Capen Hall

Buffalo, New York 14260-1604

(716) 645-2355

immgsvc@buffalo.edu

Financial Aid

<https://financialaid.buffalo.edu/international-students/>

1 Capen Hall (North Campus)

114 Diefendorf (South Campus)

(716) 645-8232

UBFA@buffalo.edu

Campus Resources and Services

Departmental Resources

Student Lounge

The Gilbert D. Moore Room (415 Baldy) is used as a classroom but may be open for other student-related use such as meetings, receptions, and the like. Additionally, the Robert Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment and is equipped with couch, recliner, table & chairs, computer, telephone, refrigerator, and microwave. Use of the Rossburg Lounge is a privilege that requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge and use privileges may be revoked for disruptive or abusive behaviors.

Secretarial Services

Students may not use the Departmental secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.

Photocopying

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

Financial Information

The CSEP Department offers a limited number of assistantships. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work up to 20 hours per week, usually as a

research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but typically start at \$9,000.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently. Likewise, part-time community-based jobs are also posted.

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the Office of Student Accounts for further information on these programs.

University Information

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Services	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Note: Amherst (North) Campus telephone numbers begin with 645; Main Street (South) Campus numbers with 829. The area code is 716.

Computer Labs

Students may use any of the three GSE computer labs when classes are not being held in them. Labs are in Baldy 14 (Mac), and Baldy 14a (PC).

Further information about GSE computer labs is available here: <http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>.

Library Services

UB students have access to the University Libraries as part of the SUNY “world-class” library system. Consult the [University Libraries Student Support](#) link for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, [Cynthia Tysick](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, 716-645-8629, cat2@buffalo.edu.

Editorial Assistance Program

Editorial Assistance and Tutorial Support is provided by the GSA’s Graduate Writing Center located on the second floor of Baldy Hall. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>.

Accessibility Resources

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall, (716) 645-2608 (TTY 645-2616).

Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at SUNY Buffalo. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, you should contact Accessibility Resources.

Requests for accommodations do not automatically carry over for each semester. Students who need assistance should alert each instructor during each semester a need is present.

University Policy and Procedures

Academic Integrity

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**. Second, the instructor will determine whether to impose **Sanctioning** or not. Third and final step is **Reporting**, in which the instructor sends the student a decision through UB e-mail, copying the department chair, dean, and Office of Academic Integrity. Should the student wish to appeal the decision, the student may submit an appeal request and the Office of Academic Integrity will make a determination as to whether the appeal has cause or not.

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:

https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html.

The Office of Academic Integrity (<https://academicintegrity.buffalo.edu/>) is located in 9A Norton Hall and the telephone number is (716) 645-3512.

The Office of Student Advocacy (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>) is in 520 Capen Hall.

Grievance Procedures

Students occasionally experience conflicts and disagreements with other students, faculty, and supervisors over the course of their graduate career. The usual procedure in such circumstances is to first raise the issue with the person in question and see if it can be informally resolved. If not, students should then seek the counsel of a third party. In all cases, the program director will be available to discuss these issues.

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate

School goes well beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity but also to considerations of substantive fairness." Find more information at <http://gra.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

Equity, Diversity and Inclusion

The Office of Equity, Diversity and Inclusion (EDI) manages and assists with the following UB policies:

- Discrimination and Harassment
- Reasonable Accommodation
- Religious Accommodation and Expression
- Web Accessibility
- Child Protection
- Sexual Violence Response Policy
- Student Preferred Name Policy

More information found at: <https://www.buffalo.edu/equity/policies.html>

Student Code of Conduct

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about your rights and responsibilities, standards of behavior and an overview of student-related University policies.

During your first semester at UB, you will be prompted to read and affirm the Student Code of Conduct.

Additional Rules, Regulations and Guidelines

You may also be subject to additional rules, regulations, procedures and guidelines as a member of the UB community. Here are some of the most commonly referenced resources.

The Good Samaritan Policy

The health and safety of UB students is our first priority. The Good Samaritan Policy eliminates disciplinary consequences for you and the people you are with if you call for help when drinking or using other drugs.

Updated 8.15.2024

Guidelines for Reporting Bias-Related Confrontations and Incidents

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Sexual orientation, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status.

Obstruction or Disruption in the Classroom

As a student, your behavior in the classroom affects others. We encourage you to arrive on time, pay attention to your instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, you should still understand the expectations for your behavior — as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

Photography and Video

Photographs and videos of members of the University community are taken regularly and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at ub-ucom@buffalo.edu.

Public Health Compliance in the Classroom Setting

As indicated in the Student Compliance Policy for COVID-19 Public Health Behavior Expectations (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct/coronavirus-student-compliance-policy.html>), in our classroom you are required to:

1. Obtain and wear masks/face coverings in campus public spaces, including campus outdoor spaces.
2. Maintain proper physical distancing in public spaces and must stay 6 feet apart from one another.
3. Stay home if you are sick.
4. Abide by New York State, federal and Center for Disease Control and Prevention (CDC) travel restrictions and precautionary quarantines.

Updated 8.15.2024

5. Follow campus and public health directives for isolation or quarantine.
6. Should you need to miss class due to illness, isolation, or quarantine, you are required to notify the course instructor and make arrangements to complete missed work.
7. You are responsible for following any additional directives in settings such as labs, clinical environments etc.
8. Students understand there may be additional risks within their internship site experiences.
9. Students will comply with their site's public health expectations and requirements.

Students who are not complying with the public health behavior expectations will be asked to comply. Should the non-compliant behavior continue, course Instructors are authorized to ask the student to leave the classroom. Non-compliant students may also be referred to the Office of Health Promotion to participate in an online public health class to better educate them on the importance of these public health directives for the entire community.

Evaluating Student Progress

The evaluation of student progress in the program is ongoing, utilizing multiple sources of information and implemented largely by the advisor and annually by the Program. Two areas of evaluation are particularly important to counselor-in-training skills and behaviors:

Evaluations of Pre-Internship Performance.

In addition to receiving a grade in CEP 618 Principles of Counseling Practice course, students will also receive feedback in the form of an evaluation from the course supervisor. This evaluation focuses on first year students' developing counseling skills and professional behaviors in preparation for internship. Students will review the counseling practice evaluation criteria at the start of the CEP 618 course.

Evaluations of Internship Performance.

Clinical evaluations are a highly valued component of the student evaluation process. Students will receive quality supervision throughout their internship experiences. During the internship, student progress will be evaluated by the on-site supervisor and reviewed with the internship instructor and/or other designated clinical program faculty. Evaluations are completed at both midterm time and the end-of-semester using the supervisor evaluation form (see the '[Internship Materials](#)' tab on the MHC Student Advisement Webpage in UB Learns).

Annual Review

The MHC faculty meet annually to review student progress and performance in the program. Data are received formally as well as through professional consultation with course instructors and clinical supervisors. The criteria for evaluation include: a) course requirements, grades, and participation; b) pre-internship competencies and professional behaviors; c) internship supervisor evaluations; d) faculty and supervisor feedback on the student's professional and ethical behavior and attitudes, including program-related interpersonal interactions and classroom conduct; and e) adherence to professional and ethical standards. Student progress will be discussed, and a written summary will be disseminated to the student by the advisor with a copy placed in the student's file.

Due Process

Evaluation of students is ongoing and not limited to the annual review. At any point in a student's academic training, problems may be identified by a faculty member or supervisor. Students who are demonstrating difficulty in their professionally relevant activities ***will be notified in writing***. A ***plan for remediation*** will be adopted that may include several options including personal growth experiences, increased didactic instruction, a decreased course load or clinical load, increased supervision (e.g., additional field experiences, repeating internship, etc.), a leave of absence, and/or personal therapy. A specific date for reevaluation will be set. Students will be placed on probation during the remediation program. Students may also be placed on probation for poor academic performance and/or excessive delays in finishing incompletes (see separate statement below on Academic Review/Probation). Following the remediation program, a formal hearing will be held by the faculty to determine if the student shall be restored to full status within the Department, continued on probation or dismissed from the Department. Students must be provided a written notice of dismissal including the details of the reasons for the action. An opportunity for re-review of the case on appeal by the student will be provided. Normally the re-review process will follow existing grievance procedures in effect at the University at Buffalo and administered by the Dean of the Graduate School of Education.

If a student is experiencing an issue, concern, or conflict related to a course or supervisor, the first step to resolution should be communication with the instructor or supervisor. In the case of an issue with an internship supervisor, the Internship Course Instructor should be consulted. If the issue with the instructor or faculty cannot be resolved, the Program Director should be consulted. If the Program Director is unable to bring the matter to a resolution, students may contact the Department Chair for additional options. See the Graduate School [Policies and Procedures](#) for further guidance.

Academic Probation.

Any graduate student who receives a grade of 'U,' 'F,' 'D,' or 'C' in any course, or who falls below the minimum academic requirements stated above, or who indicates a lack of clinical progress as determined by the program faculty, or who indicates a lack of ability as determined by the Director of Graduate Studies or student's academic advisor, will receive an immediate academic review. Upon completion of the academic review, the director of graduate studies may place the student on academic probation.

Students determined to be making unsatisfactory academic progress must be placed on academic probation. A probationary letter is issued to the student (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate time frame in which to regain good academic standing in the graduate program. The outcome that will result if the conditions are not met must also be included in the probationary letter. Probationary letters will be made in writing by the director of graduate studies, or department chair or designee at the end of the semester (mid-December or mid-May) and will indicate the terms of the probation and its removal. After the specified time frame outlined in the probation letter, the student must be sent a letter removing the probationary status, or a dismissal letter, or a second probationary letter with a new set of conditions for regaining good academic standing.

Academic Dismissal and Transcripts.

Graduate students not meeting the written terms of their academic probation may be academically dismissed from the program by the director of graduate studies, chair of the department, or graduate program director. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the term. The Graduate School will be notified in writing of all such academic dismissals. Graduate students who are dismissed for academic reasons from a graduate program will have a "GRD" (Graduate School) service indicator placed on their academic record to prevent future registration.

Reinstatement.

A graduate student who has been officially dismissed and who seeks reinstatement shall submit a formal request for reinstatement, along with a supporting statement of explanation, to the chair of the academic department. The request shall be acted upon by the established procedure or review group appropriate to the particular graduate program. If a student is subsequently reinstated to the program from which they were dismissed or admitted into another graduate program, the "GRD" service indicator will be removed from the student record by written request from the academic department to the Graduate School.

The Counseling, School and Educational Psychology Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Counseling, School and Educational Department website and in future editions of the handbook.